

Bartels
2013-2014

Junior Thesis Reader

Table of Contents

What Last Year's Juniors Said in Letters to you.....	1
Introduction to the Junior Thesis.....	2
Junior Thesis Formative Process.....	3-5
Research and Writing Requirements.....	6-7
Research Process.....	8-11
Informative Writing Assignment.....	12
Thesis Statements.....	13
Detailed Outline Model.....	14
Paragraph Development.....	15
Editing Worksheets.....	16-17
Website Evaluation Checklist.....	18
Writing an Annotated Bibliography.....	19
Annotated Bibliography Rubric.....	20
Bibliography	21-22
Model Title Page.....	23
Model Table of Contents.....	24
Junior Thesis Rubric.....	25
Student Submission of Papers (turnitin.com).....	26
Final Draft and Packaging Requirements.....	27

What last years Juniors said in letters to you:

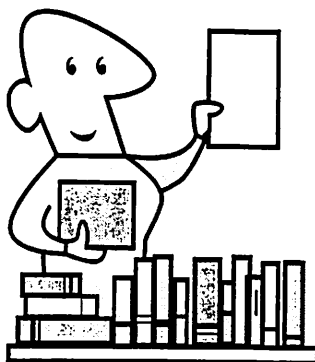
"I overcame my terrible attention span by sitting down and just doing the work."

"Pick a topic you care about and actually have an opinion on."

"Once challenge I overcame was procrastination. I put off work after I handed in the rough draft and that came back to hurt me." –

"Don't wait for a rough draft to be assigned. Begin writing paragraphs as soon as you can formulate concrete ideas."

"Don't stop taking notes. Whenever you read, take notes ..."



"The week junior thesis was due I would delete facebook."

"I found it challenging to make changes to my drafts because I get very attached to my work and I hate to delete things that I spent time on."

"Take advantage of the time history teachers are spending to come in early or stay after school to make sure your paper is coherent."

"Don't be so pessimistic about the whole process. If you are pessimistic the assignment will seem harder than it actually is."

"Really take advantage of the JT checkpoints, don't just do the checkpoints without really researching and working on each one."

Introduction to Junior Thesis

Welcome to the Junior Thesis. This is the culminating project of your social studies experience at WHS. You will be conducting research in a topic of your choice that explores questions about your topic. This research project is an important step in learning to master the skills and content of social studies that will help you succeed in college and in a work atmosphere.

What exactly am I doing?

You're probably asking yourselves—What am I supposed to write about? I know I pick a topic, but what am I actually writing about? You are going to develop your own research question and once you have done research on your topic and develop a good research question, you will construct an answer to this question—which is YOUR THESIS. You will narrow your topic down, develop a claim, and use a variety of sources to prove your thesis.

What is this product going to look like?

The final product will be a research paper. This research paper will be evaluated through a dialogue with your teacher. In this dialogue, you will show and explain the evidence and reasons that support your central claim. In addition you will reflect on the process of writing and research in social studies.

How will this process work?

The process of the Junior Thesis has been broken down into manageable steps. You will be guided through research and writing over the next few months. By following these steps, you will learn how to write an analytical research paper. It is important to incorporate feedback from social studies teachers and to approach the process with tenacity.

How will I be graded?

There are two assessment grades for this project:

The formative process will be worth 30% of your term 2 grade.

- ✎ This formative process consists of required checkpoints that will help you navigate this project and provide an opportunity to receive feedback.

The summative assessment will be worth 30% of your term 3 grade.

- ✎ There will be a dialogue between your teacher and you based on your paper.
- ✎ You will be evaluated on sections of your paper, not the dialogue.

The effort you put into both researching and writing this paper are of equal importance and thus worth an equal amount. As many of you are already aware, one of the requirements for passing U.S. History is to complete the junior thesis research project. Passing this course is required for graduation.

What do I need to get started on this process?

- ✎ You are required to get a new binder/folder that is dedicated to the Junior Thesis. This binder/ folder must include both the **Junior Thesis packet**.
- ✎ Blank notecards—all notecards need to be the same size
- ✎ Notebook paper
- ✎ Library card to your local library
- ✎ You need to bookmark the following websites:
 - o <http://wellesleyhs.libguides.com/content.php?pid=234253&sid=1938063>
 - o <http://whssocialstudiesdept.wikispaces.com/>

These materials must be in class every day until completion of the project.

DUE DATES:

- ✎ The rough draft is due **Tuesday, November 26, 2013**.
- ✎ The final paper is due **Friday, December 20, 2013 (Day 5)**. Late papers will not be accepted.
- ✎ The dialogues will be conducted in January and will be completed by the end of the month.

Junior Thesis Formative Process

- Below is a list of all of the graded components that will make up your formative process grade.
- All of these assignments must be typed unless you are asked to complete a worksheet or note cards.
- If you're absent on the due date it is expected that you email your assignment on that date and bring in a hard copy the following day.
- Assignments will earn full, partial, or no credit based upon completion.
- Late assignments will earn partial credit at most.
- During the process be open and willing to change your topic and paper.

What should I do with the feedback?

There are two types of feedback that you will receive:

- 1) A point value grade based on the completion of the checkpoint.
- 2) An informational score in the form of a 1, 2 or 3 based on the quality of the checkpoint.

1=You need to do more work to be at the level that this checkpoint requires. While you earned full credit, you are behind in this work. You can do it—pick it up!

What can I do if I get a 1?

- You should redo the checkpoint and visit the social studies lab to get feedback.
- You need to do more reading and research.
- Reflect on the feedback and apply it to your paper.
- Reevaluate your topic and direction of your paper.

2=Parts of your work are strong but other parts need improvements. You're almost there!

What can I do if I get a 2?

- Spend more time reading and researching.
- Consider the entire checkpoint and figure out what area was strong and what area was weak.
- Identify which areas need improvement, revise accordingly and get feedback from the social studies lab.
- Reflect on the feedback and apply it to your paper.
- Reevaluate your topic and direction of your paper.

3=Keep up the good work! 😊

Description of Process	Point Value	Points Earned	Info Score	Due Dates
1. Two to Three Zones to Investigate Homework: Read information about two to three broad areas of interest. One page of hand written notes per zone Graded Product: You will complete a Do Now worksheet in class, which you will staple to your notes.	5			Q1 Green/Blue- Monday 9/30 Orange- Tuesday 10/1
2. Topic Within One Zone Homework: Read more about your topic in three additional secondary sources (preferably other textbooks or encyclopedias.) Take 5-6 pages of handwritten notes from all three sources. Label your notes with the corresponding source. Graded Product: NOTES	10			Q1 All- Tuesday 10/8
3. Informative text Homework: Write a 700-900 word informative essay that <i>explains</i> your junior thesis topic. This assignment should be a comprehensive and well-researched explanation of your topic using relevant information on your topic. Graded Product: You will complete a focus worksheet in class, which will be stapled to your informative text.	15			Q1 All Friday 10/18 Blue hand it in before 2:30
4. Researching a Focus Homework: Choose one area from your focus worksheet; read and explore new information about your focus. Bring 3 monographs and five notecards that have historical claims that address your focus with you to class. Graded Product: Monographs, 5 notecards that have historical claims which address your focus.	5			Q1 Orange/Blue Wednesday 10/23 Green- Thursday 10/24
5. Research Question, Bibliography, and Note Cards Homework: Identify and refine the one question that will drive your research. Make certain that there are enough resources available for your research—a lack or over-abundance of resources may mean you should pick a different question. Gather more sources on your focus, including relevant primary sources and scholarly secondary sources. Type your research question and bibliography to bring to class. Create an additional 10 note cards that contain historical claims, primary sources or statistics. Do not create note cards with historical facts. Graded Product: Typed research question, bibliography and an additional 10 note cards	5			Q1 All- Monday 10/28
6. Research Question, Preliminary Thesis Statement and Note Cards Homework: Refine your research question and type possible 2-3 thesis statements. To help in this process, review your note cards and reevaluate your evidence and reasons. Create an additional 5 note cards that contain historical claims, primary sources or statistics. Do not create note cards with historical facts. Graded Product: Refined research question, 2-3 preliminary thesis statements and 5 additional note cards.	5			Q1 Orange/Green- Monday 11/4 Blue- Tuesday 11/5
7. Research Question and Thesis Statement and Note Cards Homework: Refine your research question and revise thesis statement. Create an additional 5 note cards that contain historical claims, primary sources or statistics. Do not create note cards with historical facts. To help in this process, review your note cards and reevaluate your evidence. Graded Product: Refined research question, thesis statement, and 5 additional note cards.	5			Q2 All- Tuesday 11/12

8. Detailed Outline or Beginning of Rough Draft Homework: Revise research question and thesis statement. Choose one of the above options and see the Writing Requirements sheet in this reader for guidelines. Graded Product: Detailed outline or beginning of rough draft	15			Q2 All- Tuesday 11/19
9. Rough Draft Homework: Revise research question and thesis statement. Write or finish complete rough draft. See the Writing Requirements sheet in this reader for guidelines. Graded Product: Rough Draft	20			Q2 All- Tuesday 11/26
10. Annotated Bibliography Homework: Use the Writing Guidebook for instructions on how to write an annotated bibliography. Type out a bibliography with all of your sources. You must have a minimum of six sources. You will annotate four of the six sources. Two annotations must be monographs, one must be a primary source, and one a scholarly journal article. Graded Product: Typed annotated bibliography-see rubric in JT reader.	15			Q2 All- Friday 12/6
Total Points	100			

Research and Writing Requirements

Source Requirements:

- ☐ Substantial & balanced use of at least four sources (minimum)
- ☐ Two sources need to be **monographs** (books about your specific topic)
- ☐ Use of one **primary source**
- ☐ Use of one **scholarly journal article**

Internet Sources:

- ☐ For each internet source that is used a web evaluation form must be completed and approved by your teacher

Preliminary Research:

- ☐ Choose three zones
- ☐ READ and take notes!
- ☐ Pick one topic
- ☐ READ and take notes!
- ☐ Find a focus
- ☐ READ and create 5 notecards that have historical claims which address your focus

- ☐ Informative Text (___ points)
 - o 700-900 words
 - o Introduce zone and topic
 - o Organize ideas, concepts, and information so that each new element introduced builds on the one that came before it to create a unified essay
 - o Conclusion
 - o Bibliography (Chicago format)
 - o Submit to turnitin.com

Focused Research:

- ☐ Typed research question and preliminary bibliography in Chicago format
- ☐ 10 additional Note cards that have historical claims which address your focus

CHECKPOINT

- ☐ Refined research question
- ☐ 2-3 preliminary thesis statements

CHECKPOINT

- ☐ Refined research question
- ☐ Thesis statement
- ☐ 5 additional note cards

Steps in Writing:

- ☐ Detailed Outline or Beginning Draft
 - *Option One: Detailed Outline*
 - Research Question
 - Thesis statement
 - Introduction
 - Conclusion
 - Topic sentences
 - Evidence
 - Analysis
 - Footnotes
 - *Option Two: 1400 words of paper*
 - Research Question
 - Introduction
 - Underlined thesis statement
 - All components of a paragraph included
 - Conclusion
 - Footnotes
- ☐ Rough Draft
 - Research Question
 - 1800-2400 words
 - Introduction
 - Underlined thesis statement
 - All components of a paragraph included
 - Must have significant use of at least:
 - 2 monographs
 - 1 scholarly journal
 - 1 primary source
 - Conclusion
 - Footnotes
- ☐ Annotated Bibliography
 - Four annotations required
 - Two monographs
 - One primary source
 - One scholarly journal article

Research Process

	Student 1	Student 2
Zone	WWI	Women
Topic	Domestic Policies during WWI	Suffrage
Focus	Prohibition as a domestic policy during and after World War I.	The effectiveness of suffrage groups on the executive branch.
Question	How did WWI affect the success of Prohibition?	How did suffrage groups work together to influence President Wilson to support suffrage?
Answer/ Thesis	The rise of Prohibition was overwhelmingly hinged on the immediate and residual effect of World War I and thus could not endure as a domestic policy independent from the war.	Although the National American Woman's Suffrage Association had the most effect on gaining Woodrow Wilson's support for the suffrage amendment, if it was not for the National Women's Party's negative publicity and their constant challenging of the government, the NAWSA would not have succeeded persuading Wilson.

What is a zone?

A zone is a broad area of interest in American History. You may choose any zone up to the year 1990. Think: What are you interested in? You may use your textbook, reputable news magazine, the Internet, newspapers, to gain information about your zones. There will be a lot of information, so its ok if you're feeling overwhelmed. After reading about the three zones you will pick one that you will select a topic from.

Student product: Do Now worksheet to be completed in class and three pages of notes (one page per zone)

What is a topic?

A topic is a specific area to further research within the zone. In order to pick a topic, you need to have a greater understanding of your zone. This understanding comes from the reading you have previously done and will continue to do. Initially, you may select more than one topic within the zone. At this time, the expectation is to continue reading and taking notes. Remember to stick with what you are interested in.

Student product: Five to six pages of hand written notes from three secondary sources.

Areas to avoid when researching:

- Biographies or narratives
- Counterculture, Hippies, Woodstock
- Title IX
- Illegal Drugs
- Pearl Harbor
- McCarthyism
- Space Race
- Watergate
- Organized Crime
- Conspiracy Theories
- Technology: inventions, cars and weapons.
- Hypothetical situations
 - (What if Pearl Harbor was not attacked? No one will ever know...you can't prove it)



What is an informative text?

An informative text is an essay that explains historical significance of your junior thesis topic. This assignment should be a comprehensive and well-researched explanation of your topic using relevant information on your topic. The finished product must be a narrow explanation of your topic, not your zone.

Student product: Focus worksheet to be completed in class stapled to a typed informative text on your topic.

What is a focus?

A focus is a narrow area of interest within your topic. This is the time where you will begin compiling the note cards that will be most useful for your paper. These notes will be used to formulate your research question.

Unfocused: The Failure of the ERA

Focused: The impact of the Civil Rights Movement on the failure of the ERA

Unfocused: American Expatriate Artists

Focused: Three 19th century American Expatriate Artists and their Critical Reception Abroad: Sargent, Whistler, Cassatt

Unfocused: Early Intervention Programs

Focused: The Effect of the Healthy Start Program on Infant Mortality in Massachusetts

Unfocused: Photography of Niagara Falls

Focused: Stereographic Photography of Niagara Falls: The Forgotten Works of George Barker, Charles Bierstadt, and George E. Curtis.

Unfocused: The Impact of Woman's Suffrage Groups

Focused: The impact of suffrage groups on Woodrow Wilson's views on suffrage

Unfocused: Supporters of the Civil Rights Movement

Focused: The role of Jewish Americans in the Civil Rights Movement

Unfocused: Parchman Farms in the South

Focused: Inequality between whites and blacks in Parchman Farms in the South from 1890-1900.

Tips in creating a focus:

- Pick something you are interested in!
- Select a focus that is manageable in size.
 - This is one that you could effectively research and create a thesis that would fulfill the page length requirement.
 - This is no longer a broad topic or zone—it must be narrow!
- Read, read, and do more reading in order to choose a focus.
- Make sure that there are enough sources to research

A focus is not a focus if:

- It deals with a complex issue studied over an entire century or more
 - (i.e., Labor unions 1880-1920 instead of Labor unions 1890-1900)
- It focuses on general rather than on specific problems
 - (i.e. urban housing instead of "The Pierce Housing Estate.")
- It deals with the entire life of an individual
 - (i.e., the life of Franklin D. Roosevelt instead of Roosevelt's relationship with African Americans during the New Deal)

Student product: 3 monographs brought to class and 5 note cards that have historical claims, which address your focus.

What is a research question?

This question will drive your research and will evolve over time. Finding your research question does not mean you stop research. You must be open and flexible with where the research guides you.

Using your research, create a question that meets the following guidelines:

- Is it interesting to me?
- Is it arguable-think why not how?
- Is it of historical significance?
 - (What has the American public liked about Broadway? instead of, How did the Great Depression change people's views on Broadway?)
- Is there evidence to support this question?
- Is it specific enough to be answered in the scope of the assignment?
- Does the question present a puzzle that needs to be explained?
 - (Why would Broadway experience a surge during the Great Depression, a time of economic hardship?)

Student Product: Typed research question, bibliography and an additional 10 note cards.

What is a your central claim: Thesis Statement?

A claim is an argumentative answer to an historical question. It is only truly a claim if someone can disagree with you. It is *one sentence* that sums up the central argument of your essay, and always is the last sentence of the introduction paragraph. All elements of your essay (topic sentences, evidence, reasons) must work to prove your claim. This thesis will evolve over time. Again, be flexible with this process.

How To Develop a Claim:

1) Know the Puzzle: Make sure you understand *all parts* of the question being asked, and understand *why this is puzzling*. You can only write a valid claim if you know what question you are answering and why it is an important question to ask.

2) Review the Evidence: Often, you will be asked to respond to a puzzle using a variety of historical examples or cases. Before you begin to develop your claim, review the factual information you have studied. Do you see any trends in the information? Any similarities and/or differences? Anything unusual? Then, consider what these observations suggest about the question/puzzle.

3) Write your Argument: Decide on your stance and get it down in writing. Please remember that developing a thesis is a process. This argument will be refined as you revisit the evidence and argument throughout the writing process.

4) Add the "How" and/or "Why": An argument cannot exist in isolation. You need to explain the "how" and/or "why" to truly prove your argument. In your essay, your reasons/analysis will connect to and prove the "how" and/or "why." This is what makes your central claim analytical.

5) Add the Tension: Incorporate a contradictory observation that makes your argument interesting, unusual, or exciting. Although it may seem as though tension weakens your point, it actually makes your claim stronger because it acknowledges and overcomes a limitation to your argument.

How do I create tension?

- The following words can help but are not necessary in creating tension: Whereas, Originally, Although, Though, However, Because, But. **Note:** Using these words does not guarantee tension in your thesis.

- Opposing a commonly accepted viewpoint. One way to do this would be to use the first clause of the thesis statement to set up a commonly accepted viewpoint and use the second clause to set up your opposing viewpoint. (like the Wellesley High School example)
- Look through your evidence and find information that is unique or different from what you had will use to prove your claim. Evaluate this information to set up a contradiction in your thesis between what you initially learned and your recent discovery.
- Explain why something you have researched or studied is surprising.

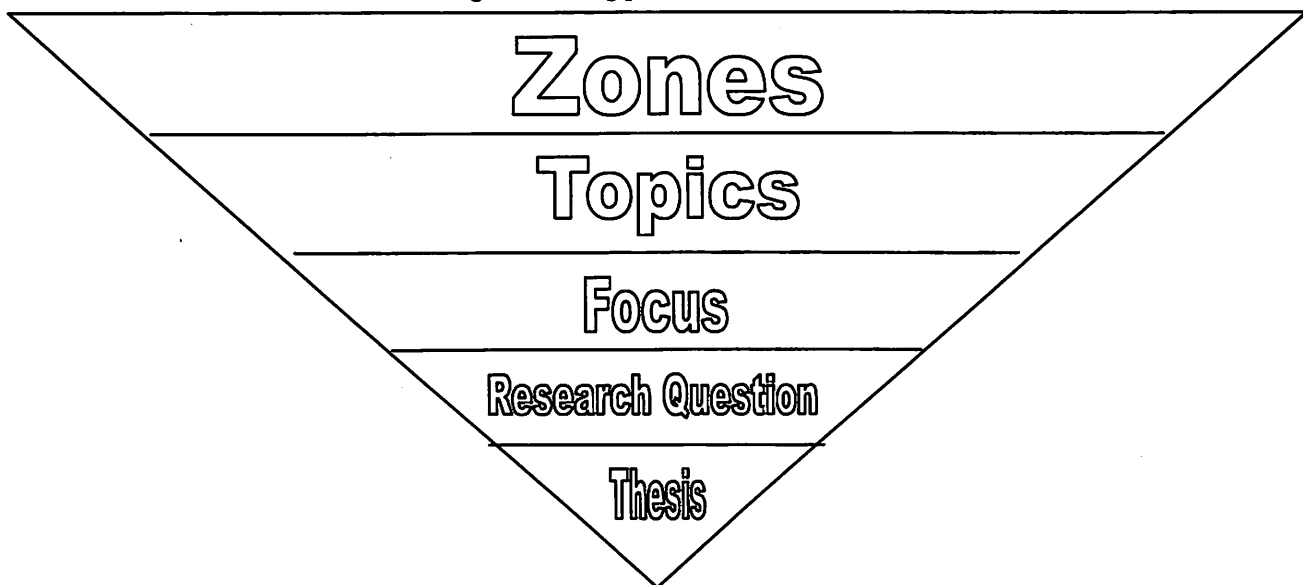
Student Product: Refined research question, 2-3 preliminary thesis statements and 5 additional note cards. Thesis statement

Self-Check Questions:

The following was modified from The Writing Center at the University of North Carolina at Chapel Hill website:

When reviewing your thesis at any point during the writing process, ask yourself the following:

- *Do I answer the question/puzzle?* Re-reading the question prompt after constructing a working thesis can help you fix a claim that misses the focus of the question.
- *Can my argument be challenged or opposed?* If your thesis simply states facts that no one would, or even could, disagree with, it's possible that you are simply providing a summary or narrative, rather than making an argument.
- *Is my central claim specific enough?* Thesis statements that are too vague often do not have a strong argument. If your central claim contains words like "good" or "successful," see if you could be more specific: why is something "good"; what specifically makes something "successful"?
- *Does my central claim pass the "how and why?" test?* If a reader's first response is "how?" or "why?" your thesis may be too open-ended and lack guidance for the reader. See what you can add to give the reader a better take on your position right from the beginning.
- *Does my essay support my central claim specifically and without wandering?* If your thesis and the body of your essay do not seem to go together, one of them has to change. It's o.k. to change your working thesis to reflect things you have figured out in the course of writing your paper.
- *Where can I get help with this process?* Take the time to visit your teacher or go to the Social Studies Lab to get some feedback.
- *Have I changed my thesis to reflect the evidence I have uncovered or to reflect a more sophisticated idea?* It is important to reflect and revise a thesis during the writing process.



Informative Writing Assignment

Write a 700-900 word informative essay that *explains* your junior thesis topic. This assignment should be a comprehensive and well-researched explanation of your topic using relevant information on your topic. The finished product must be a narrow explanation of your topic, not your zone. a.k.a. tell me what happened!

In this essay you should:

- introduce the topic in the first paragraph referring to the historical context of your topic.
- provide an explanation which develops the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples that tell the story of your topic
- organize ideas, concepts, and information so that each new element introduced builds on the one that came before it to create a unified essay
- convey a knowledge stance a.k.a. You know what you are writing about!
- include a conclusion that articulates the implications or significance of your topic
 - Use this opportunity/section of your paper to discuss why your paper matters. The connection(s) and/or realizations that you make will help narrow your topic into a focus.
- Attach a bibliography (Chicago format) that includes the 3-5 sources you have gathered your information from. If you include quotations or statistics in your writing you must use correctly formatted footnotes.

All essays must be submitted to turnitin.com

Username:

Password:

Assignment:

Thesis Statements

Exemplary:

- The rise of Prohibition was overwhelmingly hinged on the immediate and residual effect of World War I and thus could not endure as a domestic policy independent from the war.
- Even though the Berkeley Free Speech Movement was successful at achieving free speech campus rights on a local level, the movement ultimately failed because it unintentionally promoted the success of leaders who opposed its ideals at the national and state level.
- Even though the Women's Christian Temperance Union's (WCTU) had established itself as group capable of social reform, their strong association with prohibition coupled with the unpopularity of the 18th amendment, prevented them from receiving credit for advancing the women's suffrage movement.

Proficient:

- Although the National American Woman's Suffrage Association had the most effect on gaining Woodrow Wilson's support for the suffrage amendment, if it was not for the National Women's Party's negative publicity and their constant challenging of the government, the NAWSA would not have succeeded persuading Wilson.
- Federal and local authorities manipulated the public into believing that the Black Panther Party was dangerously militaristic as a way to gain support in destroying the party.

Needs Improvement:

- Advances in the production, distribution, and reporting of muckrakers' articles allowed reporters at the turn of the 20th century to effect more change in public opinion about the harsh realities of child labor in America, than previous efforts by labor unions and idealistic reformers.
- The advent of television changed the ways Americans lived during 1950s.
- Though the Western Frontier contained all the essential elements of a thriving civilization, it was the spirit of the cowboy that truly turned this potential into a reality.

Unsatisfactory:

- The Battle of Midway was a turning point in WWII.
- The passage of the Marijuana Tax Act was a story of propaganda, mass hysteria, and deceit.

Detailed Outline Model

Below is a model of the Detailed Outline. This is only an example of the first three paragraphs so be sure to outline your entire paper.

Name:

Research Question:

Thesis:

Introduction:

The introduction should communicate the place, time, and issue being considered. From this general context, it leads your reader toward your central claim (or thesis). The goal of this is to give the audience a context for your central claim and to set-up the logic and organization of your essay.

Body Paragraph I:

Topic Sentence: Write out the actual topic sentence. Your topic sentence must introduce all evidence in paragraph and prove thesis statement.

Evidence: You must have **at least two pieces of evidence** in each paragraph.

- Provide specific piece of evidence (Source letter with page number or footnote)
- Provide specific piece of evidence (Source letter with page number or footnote)
- Provide specific piece of evidence (Source letter with page number or footnote)

Reasons: Your analysis can appear in sentence format or can be bulleted. Your analysis must explain how the pieces of evidence that are listed in the paragraph prove your thesis statement.

Body Paragraph II:

Topic Sentence: Write out the actual topic sentence. Your topic sentence must introduce all evidence in paragraph and prove thesis statement.

Evidence: You must have **at least two pieces of evidence** in each paragraph.

- Provide specific piece of evidence (Source letter with page number or footnote)
- Provide specific piece of evidence (Source letter with page number or footnote)
- Provide specific piece of evidence (Source letter with page number or footnote)

Reasons: Your analysis can appear in sentence format or can be bulleted. Your analysis must explain how the pieces of evidence that are listed in the paragraph prove your thesis statement.

Follow the above format for the remainder of your body paragraphs. You should have **at least four** body paragraphs.

Conclusion:

The conclusion wraps up your paper by synthesizing the evidence, reasons and claims. The conclusion is last part of your paper so you need end with argumentative and convincing language. The goal is to summarize and synthesize the reasons of your essay.

Reminders:

- If you choose the option of footnotes, they do not need to be in proper Chicago format. They can just include author's last name and page number.
- Remember "evidence" appears in a variety of forms. Quotes, paraphrasing and facts are all acceptable forms of evidence.
- You can put analysis listed separately under each piece of evidence or you can list all of your evidence first and combine your analysis at the end of the paragraph (as shown above).
- Be cognizant of how you vary your sources. The expectation for this paper is that you are making significant use of **at least** four different sources- two monographs, one primary source and a scholarly journal. Remember this is the minimum! Be sure to vary how these sources appear in each paragraph.

Paragraph Development

Paragraphs are the building blocks of the writing we do in Social Studies. A paragraph should contain at least five-seven sentences. The paragraph begins with a topic sentence. The remaining sentences contain your evidence and analysis, and the transitions that connect these different parts.

Topic Sentences—developing sub-claims

Goal: Introducing the ideas of the paragraph while simultaneously making a smaller claim that supports the thesis.

Requirements:

- A topic sentence is the first sentence of your paragraph.
- It contains an **idea** – not a statement of fact.
- It should be **ONE** main idea.
- It contains analysis. (How? Why?)
- It should connect back to the thesis.
- It may contain transitional words or phrases that connect to the previous paragraph
- Topic sentences **DO NOT** generally include too much specific detail. (They make claims that require details in the paragraph.)

*Your topic sentences should be able to be read independently from your paper and the reader would understand the flow of your argument and how it is going to be proven.

Selective and Incorporating Evidence

Goal: To prove the claims made in both your topic sentences and your thesis.

Requirements:

- Specific
- Not your opinion
- Numerous—at least 2 pieces per paragraph
- Explained—not just listed
- Accurate (based on reliable information)
- Introduced and contextualized properly
 - As historian Frederick Jackson Turner stated in his Frontier Thesis...

Analysis

Goal: To explicitly explain how your evidence connects to and furthers your central argument.

Requirements:

- Supported by abundant evidence.
- Sophisticated (not something obvious).
- Explicitly tied to your argument.
- Don't rely on common sense, logic, speculation or your sense of human nature to prove your point(s) (Not IF WHEN).
- Analysis is **NOT** a statement of fact

Transitions

Goal: Use words, phrases and clauses to link the major sections of the text, create cohesion and clarify the relationships between claims and evidence.

Requirements:

- connect your ideas within and between paragraphs
- be varied
- You must select a transition that **fits the context** of your point.

Editing Help

DANGER: AVOID THESE WORDS/PRACTICES IN YOUR PAPER

Words	Practices
Obviously	Referring to historical figures by his/her first name (Correct: George Washington was the first president. Incorrect: George was the first president.)
Naturally	Clichés (You can lead a horse to water, but you can't make him drink.)
Undoubtedly	Assuming you know how an historical figure felt unless you have specific evidence to back up claim.
No one	Conversational language (cute, dude, you know, something to think about)
Always	Asking questions in your paper (How could this have happened?)
Very	No contractions (Correct: did not. Incorrect: didn't)
Literally	Phrases like "Throughout all of American history"
Unbelievable	
Anyone/Anybody	
Clearly	
Of course	
All	
Every	
Never	
Pretty	
Incredible	
Quite	
Sort of/ Kind of	

Basic Essay Rubric

	Exemplary	Proficient	Needs Improvement	Unsatisfactory
<i>Central Claim The Thesis Statement</i>	Original, analytical, and argumentative claim. Thesis statement is contextualized in the paper. Thesis statement thoughtfully answers a question of historical significance.	Analytical and argumentative claim. Thesis statement is contextualized in the paper. Thesis answers a question of historical significance.	Thesis statement contains an argument but is too broad and/or vague. Thesis lacks explicit reasons.	Thesis statement is unclear and/or historically inaccurate. Thesis statement is factual and lacks reasons. Thesis statement cannot be proven.
<i>Evidence and Reasons</i>	Reasons insightfully and clearly support evidence to the thesis throughout the entire paper. Thesis is proven. Paper is cohesive. All evidence explicitly and effectively proves the thesis. All evidence is specific, relevant, and accurate. All evidence is necessary and proves the claim.	Your reasons connect clearly to the claim but are not supporting the claim. Reasons connect evidence to thesis most of the time. Parts of thesis are proven. Reasons are based in evidence. Most evidence explicitly and effectively proves the thesis. Most evidence is specific, relevant, and accurate. Most evidence is necessary and proves the claim.	The reasons connect evidence to the thesis rarely, rely on implicit connections or lack clarity. Analysis makes connections loosely based on the evidence presented. Thesis is not proven. Evidence implicitly supports the thesis. Evidence explicitly connects to the thesis. There are examples of evidence that is vague and irrelevant.	Reasons do not connect the evidence to the thesis statement. Thesis is not addressed and/or not discussed. Paper presents limited evidence in support of thesis. Evidence is inaccurate. The reasoning does not connect the evidence to the thesis.

Dos and Don'ts for Writing in Social Studies

Dos...	
<i>Before your start:</i>	<ul style="list-style-type: none"> • <u>understand</u> the question • <u>read</u> the rubric: check the glossary for any terms you do not understand
<i>General Writing:</i>	<ul style="list-style-type: none"> • write in the <u>past tense</u>. • write in the <u>third person</u>. (no "I", "we", "me", "my", "you", "us".) • write in <u>complete</u> sentences – no fragments or run-ons. • spell words <u>correctly</u>. Be careful with using the word you want (their-there, are-our, hear-here). • make sure that each paragraph has at least <u>five sentences</u> • write in <u>complete</u> sentences – no fragments or run-ons. • When you word the "this" or "these" follow it with a noun e.g. "This condition"

Don'ts...				
<i>DON'T USE THE WORDS:</i>	<table><tr><td><ul style="list-style-type: none">• maybe• if• could• would• pretty• thing• never</td><td><ul style="list-style-type: none">• stuff• a lot• many• huge• always• good• bad</td><td><ul style="list-style-type: none">• I• You• All• None• We• Us<p>(search and replace these words if they appear in your paper)</p></td></tr></table>	<ul style="list-style-type: none">• maybe• if• could• would• pretty• thing• never	<ul style="list-style-type: none">• stuff• a lot• many• huge• always• good• bad	<ul style="list-style-type: none">• I• You• All• None• We• Us <p>(search and replace these words if they appear in your paper)</p>
<ul style="list-style-type: none">• maybe• if• could• would• pretty• thing• never	<ul style="list-style-type: none">• stuff• a lot• many• huge• always• good• bad	<ul style="list-style-type: none">• I• You• All• None• We• Us <p>(search and replace these words if they appear in your paper)</p>		
<i>DON'T USE THE PHRASES:</i>	<ul style="list-style-type: none">• Clichés (example: save it for a rainy day)• Metaphors and Similes (example: cold as ice)• “according to the textbook,”• “this is shown/found in”• “in this essay”• “this paragraph will...”			
<i>DON'T USE THIS PUNCTUATION</i>	<ul style="list-style-type: none">• !• ?• ☺			
<i>DON'T MAKE THESE COMMON MISTAKES</i>	<ul style="list-style-type: none">• <u>Have</u> evidence and quotations go unexplained. (You must introduce and analyze your quotation.)• <u>Repeat information</u>. (Once you have said it, move on to your next point.)• <u>Using flowery language</u>. (example: The windswept grassy plains and rolling hills of the Mongol homeland...)• <u>Tell</u> a story/narrative• <u>Introduce</u> quotations with a colon			

Web Evaluation Checklist

Author of **Page** (this can also be a group or institution): _____

Page Title: _____

Name of **Web Site:** _____

Date Published: _____

Institution the website is associated with: _____

Date Accessed (date you printed the article): _____

URL (address) of Web Page: _____

How to put it all together on your bibliography: *Note: Dates should be typed in the following format: November 1, 2010) Lastname, Firstname. "Title of Site or Larger Work." Name of Associated Institution. URL of website (Date of Access).

Example:

Evanston Public Library Board of Trustees. "Evanston Public Library Strategic Plan, 2000–2010: A Decade of Outreach." Evanston Public Library. <http://www.epl.org/library/strategic-plan-00.html> (accessed June 1, 2005).

How to format footnote:

First Name, Last Name, "Title of Site or Larger work," Name of Associated Institution, URL of website.

Example

1. Evanston Public Library Board of Trustees, "Evanston Public Library Strategic Plan, 2000–2010: A Decade of Outreach," Evanston Public Library, <http://www.epl.org/library/strategic-plan-00.html>.

Sites scoring less than 16 points are unacceptable – find a better web site!

Criteria	Evaluation Techniques	Low Quality	Medium Quality	High Quality
Is the information helpful & important?	<ul style="list-style-type: none"> How much information is there? Is most of the information important & relevant to your topic? 	1 page or less (1pt)	2 pages (3pts)	3 page or more (5pts)
			➡	
Criteria	Evaluation Techniques	Low Quality	Medium Quality	High Quality
Who is the author of the page?	<ul style="list-style-type: none"> Is his or her name listed? Can you figure out what makes the author an expert? (Look for an about me link) 	Not Qualified (0pt)	Somewhat Qualified (3pts)	Highly Qualified (5pts)
			➡	
Criteria	Evaluation Techniques	Low Quality	Medium Quality	High Quality
Is the sponsoring organization reliable? *	<ul style="list-style-type: none"> Is the organization's name prominent? Is there an about us link? What is the organization's reputation? Is the site excessively biased? 	Not Reliable (0pt)	Somewhat Reliable (3pts)	Highly Reliable (5 pts)
			➡	
Criteria	Evaluation Techniques	Low Quality	Medium Quality	High Quality
When was the information written & last updated?	<ul style="list-style-type: none"> Is there an update date listed at the top or bottom of the page? Is there a copyright date at the bottom? 	6 yrs or more (1pt)	3-5 years old (3pts)	2 yrs old or less (5 pts)
			➡	

* Hint: If you can't find the home page, erase the end of the url back to the part that ends with .com, or .gov etc.

Writing an Annotated Bibliography

Adapted from Purdue University's Writing Center
<http://owl.english.purdue.edu/owl/resource/614/1/>

- **What is an *Annotated Bibliography*?** A bibliography is a list of sources (books, journals, websites, periodicals, etc.) one has used for researching a topic. Bibliographies are sometimes called "references" or "works cited" depending on the style format you are using. A bibliography usually just includes the bibliographic information (i.e., the author, title, publisher, etc.). An **annotation** is a summary and/or evaluation of the source.
- **Why should I write an annotated bibliography?** To learn about your topic. Writing an annotated bibliography is excellent preparation for a research project. Just collecting sources for a bibliography is useful, but when you have to write annotations for each source, you're forced to read each source more carefully. You begin to read more critically instead of just collecting information.

What should be included in an annotation?

Annotations include sentences that

1. evaluate the authority or background of the author
2. comment on the intended audience
3. compare or contrast this work with another you have cited
4. explain how or why this work is useful to your paper

Example

O'Connor, Francis V. The New Deal Art Projects: An Anthology of Memoirs.
Washington D.C.: Smithsonian Institute Press, 1972.

This anthology had a great introduction, which was beneficial and aided me in getting a good perspective of the projects, but the memoirs were focused on just the FAP activity and New York. Since I already had Art of the Millions, which held memoirs from artists around the country, I chose to focus on the memoirs in that source. I trusted O'Connor, seeing as his compilations were mentioned in many of my other books. O'Connor comes from a background of being a professor, and he therefore writes very informative overarching introductions and chose good memoirs for his compilations.

Stavenitz, Alexander R. "The Therapy of Art." In Art for the Millions, ed. Francis V. O'Connor, 201-203. New York: New York Graphic Society Limited, 1973.

Stavenitz was a Russian immigrant who studied art in NY and St. Louis. He was particularly skilled in graphic arts. He was part of the FAP from 1935-1940, and pursued teaching on multiple occasions. This memoir was very helpful for it aided me in strengthening my argument relating art and therapy. Also, this memoir helped me further develop my arguments about art education. Stavenitz's honesty translated to eloquence in capturing his sentiments.

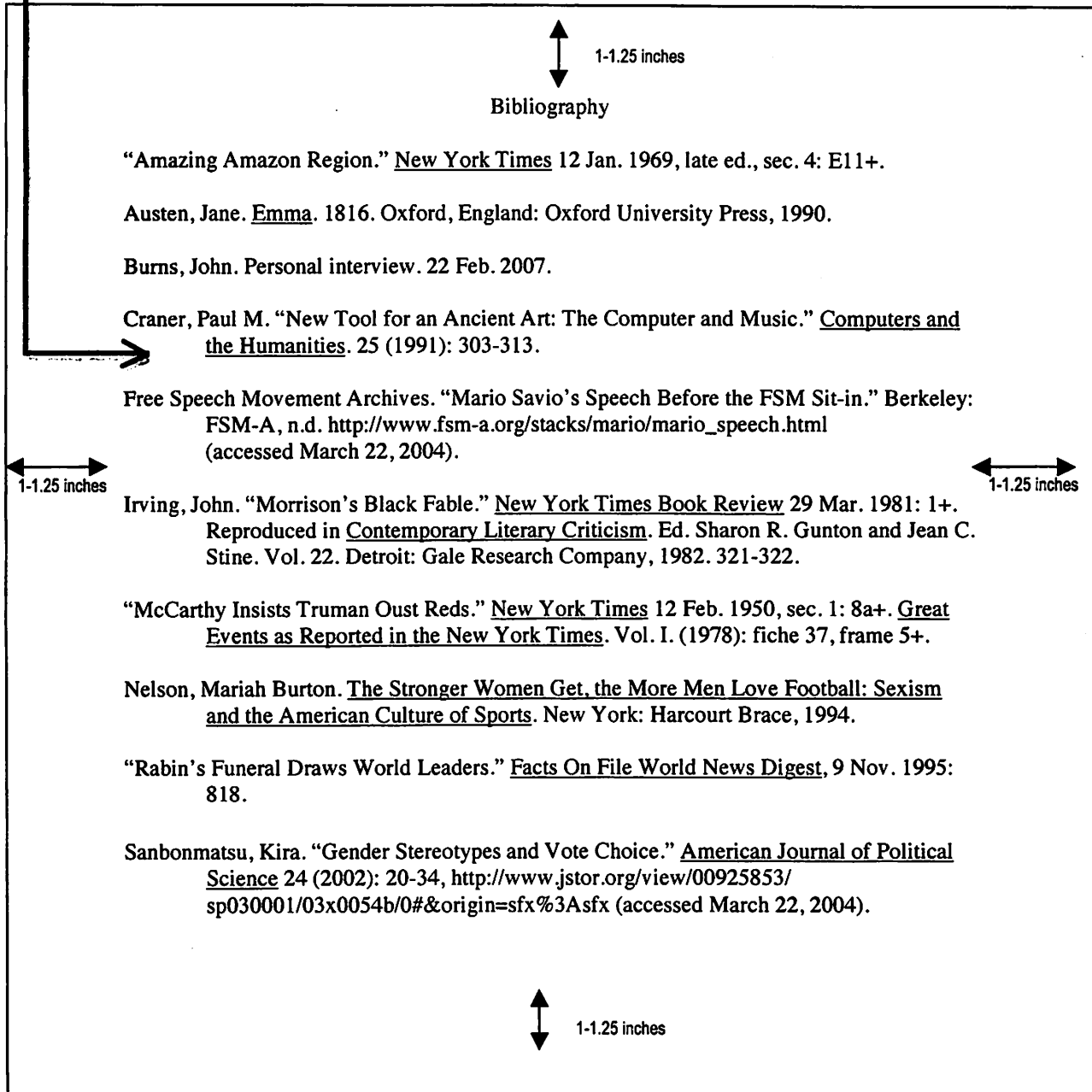
Annotated Bibliography Grading Sheet

Expectations	Point Value	Points Earned
Source Requirements <ul style="list-style-type: none"> • Minimum of 6 bibliographic entries • The 4 types of sources that will be annotated <ul style="list-style-type: none"> ◦ 2 Monographs ◦ 1 Primary Source ◦ 1 Scholarly Journal 	4	
Format <ul style="list-style-type: none"> • Title is Bibliography, centered, and in 12 size font • Entries should be uniform in size, color, and font • Entries formatted correctly <ul style="list-style-type: none"> ◦ Punctuation ◦ Spacing ◦ Underlining ◦ Capitalization • Hanging indent for each entry • Spacing within and between entries is correct • Annotations start on a new line • First line of each annotation is indented • Period at the end of each citation • Entries are alphabetized 	3	
Annotations <ul style="list-style-type: none"> • Clear and concise • Every sentence must address one of the four following the points: <ul style="list-style-type: none"> ◦ Evaluate the authority or background of the author ◦ Comment on the intended audience ◦ Compare or contrast this work with another you have read ◦ Explain how or why this work is useful to in the research 	8	
Total	15	

Bibliography Format

- Start a **new page** for your bibliography.
- Alphabetize according to the author's last name or, if not available, the first word of the title, excluding *a*, *and*, or *the*.
- Indent second and subsequent lines 5 spaces (or ½ inch). (This is called a "hanging indent.")
- Entries are single-spaced, but skip a line between each entry.
- Proofread for proper citation format and punctuation. (Watch out for end punctuation!)
- DO NOT number or letter your bibliography!

This is what a bibliography page should look like.



Citations

Below are examples of various citations to use in your bibliography.

Book

- 1 author Austen, Jane. Emma. 1816. (Oxford, England: Oxford University Press, 1990).
- 2 authors Mounir A. Farah and Andrea Berens Karls, World History: The Human Experience (New York: McGraw-Hill, 1997).
- 4 or more authors McKay, John P., Bennet D. Hill, John Buckler, Patricia Buckley Ebrey. *A History of World Societies*. Boston: Houghton Mifflin Company, 2000.
- Reader Jacqueline, Editor. *Snapshot: Year 800 Reader*. Wellesley Production Center, Wellesley, Massachusetts, 2010.
- Encyclopedia Collier's Encyclopedia. 1987 ed. s.v. "Civilization".

Newspaper

Pamela, Mercer, "U.S. Venture Bets on Colombian Coal," New York Times, 27 July, 1995, D7

Music Lyrics

The Beatles, "The Long and Winding Road," by John Lennon and Paul McCartney, Let It Be (New York: Apple, n.d.), recording.

Electronic Database

"Athens and Sparta (Overview)" *World History: Ancient and Medieval Eras*. ABC-CLIO. <http://www.ancienthistory.abc-clio.com> (accessed August 18, 2009).

Website

- With known author Knox, E.L. Skip. "The Crusades." <http://crusades.boisestate.edu>. (accessed August 18, 2009).
- With Unknown author The Ohio state University Department of History. "The Scopes Trial." <http://history.osu.edu/Projects/Clash/Scopes/scopes-page1.htm> (accessed August 18, 2009).

*If you are citing a website whose authorship is unknown, begin with the owner of the website. Use periods in place of commas to separate the title, date, and URL.

Photo Image

Herndon, William Lewis. Exploration of the Valley of the Amazon, 1815-1852. Edited by Gary Kinder. New York: Grove Press, 2000.

* If you retrieve images from the internet, use the *website* citation.

Lecture

Kelton, Drew, "The French Revolution" lecture to World History ACP, Wellesley High School, Wellesley, MA, 2, June, 2009.

Film

The Civil War. Directed by Ken Burns. 11 hours. PBS Video, 1990. 9 Videocassettes.

Online Sound/Video recording

The History Channel. *Desperate Crossing: The Untold Story of the Mayflower* [Video]. (2006). Retrieved June 21, 2010, from <http://www.youtube.com/watch?v=z8o4PbkWLGs>

* For videos, only provide an author if you *know* the name of the person who created it. *Do not* use the name of the person who posted it. If you are unsure, cite it without an author.

Model

**TITLE OF YOUR PAPER SHOULD BE CENTERED:
ALL IN CAPS**

**YOUR NAME
U.S. HISTORY ACP
December 20, 2013**

MODEL

CONTENTS

INTRODUCTION	1
PART I.	
Great Britain in India	1
Exploration of Civil Disobedience	2
PART II.	
Cause of the Salt March	2
PART III.	
Civil Disobedience as a Response to the Salt March	3
PART IV.	
Media Portrayal of the Salt March	4
PART V.	
International Response to the Salt March	5
PART VI.	
Injustice of Britain Exposed	6
CONCLUSION	7
BIBLIOGRAPHY	8

Research Paper Rubric

	Exemplary	Proficient	Needs Improvement	Unsatisfactory
<i>Central Claim The Thesis Statement</i>	Original, analytical, and argumentative claim. Thesis statement is contextualized in the paper. Thesis statement thoughtfully answers a question of historical significance.	Analytical and argumentative claim. Thesis statement is contextualized in the paper. Thesis answers a question of historical significance.	Thesis statement is a claim but is too broad and/or vague. Thesis lacks explicit reasons.	Thesis statement is unclear and/or historically inaccurate. Thesis statement is factual and lacks reasons. Thesis statement cannot be proven.
<i>Evidence</i>	All evidence explicitly and effectively proves the thesis. All evidence is specific, relevant, and accurate. All evidence is necessary and proves the claim.	Most evidence explicitly and effectively proves the thesis. Most evidence is specific, relevant, and accurate. Most evidence is necessary and proves the claim.	Evidence implicitly supports the thesis. Evidence explicitly connects to the thesis. There are examples of evidence that are vague and irrelevant.	Paper presents limited evidence in support of thesis. Evidence is inaccurate. The reasoning does not connect the evidence to the thesis.
<i>Organization of Paragraphs</i>	Paragraph effectively utilizes all four parts of a paragraph: topic sentences, evidence, reasons, and transitions. Each paragraph is necessary and moves the paper towards proving the argument. Paragraphs are thoughtfully and effectively connected.	Paragraph includes all four parts of a paragraph: topic sentences, evidence, reasons, and transitions. Each paragraph is necessary and moves the paper towards the proving the argument. Paragraphs are connected with explicit connections.	Some paragraphs include all four parts of a paragraph: topic sentences, evidence, reasons, and transitions. There are repeated examples where paragraphs tell a narrative rather than move the paper towards proving the argument. Paragraphs are not clearly connected to form a coherent essay.	Paragraphs lack the necessary elements. Paragraphs present redundant information that does not move the paper towards the proving the argument.
<i>Reasons</i>	Reasons insightfully and clearly support evidence to the thesis throughout the entire paper. Thesis is proven. Paper is cohesive.	Your reasons connect clearly to the claim but are not supporting the claim. Reasons connect evidence to thesis most of the time. Parts of thesis of are proven. Reasons are based in evidence.	The reasons connect evidence to the thesis rarely, rely on implicit connections or lack clarity. Analysis makes connections loosely based on the evidence presented. Thesis is not proven.	Reasons do not connect the evidence to the thesis statement. Thesis is not addressed and/or not discussed.
<i>Depth and Scope of Research</i>	Paper relies on a large number and a variety of scholarly sources in a balanced way. Research is synthesized in support of the argument.	Paper relies on a variety of scholarly sources in a balanced way. Research is in supportive of the argument.	Paper relies on a few scholarly sources. Significant sections of the paper rely too heavily on a single source. Sources are present but not integrated.	Paper lacks scholarly sources. Significant sections of the paper may amount to a paraphrasing of a single source. Research does not connect to argument.
<i>Mechanics</i>	Writing is always clear and conveys an insightful purpose and point of view. Paper follows all proofreading guidelines in the Writing through the Social Studies Guidebook. Footnotes, superscript, bibliographic entry, and bibliography are properly formatted.	Writing is clear and conveys an appropriate purpose and point of view. Paper follows proofreading guidelines in the Writing through the Social Studies Guidebook.	There are repeated examples of unclear and awkward writing. Writing conveys a somewhat clear and/or inconsistent purpose and point of view. Paper does not follows proofreading guidelines in the Writing through the Social Studies Guidebook.	Writing is confusing and conveys no clear purpose and point of view. Paper does not follow proofreading guidelines in the Writing through the Social Studies Guidebook.
<i>Citations and Bibliography</i>	Text that requires a citation has it. Footnotes, superscript, bibliographic entry, and bibliography are properly formatted.	Footnotes, superscript, bibliographic entry, and bibliography are properly formatted. Text that requires a citation has it most of the time.	Footnotes, superscript, bibliographic entry, and bibliography are not properly formatted at times. Some text has misuse of citations.	Footnotes, superscript, bibliographic entry, and bibliography are not properly formatted. Paper contains few or no citations

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4. Enter your personal information. Click **"next"**.
5. Select user type (**student**). Click **"next"**.
6. At the license agreement, click **"I agree"**.
7. Start the class enrollment wizard.
8. Enter the class ID number and enrollment password give to you by your teacher.

Your class ID number _____ password _____

9. Your class now appears. Click on the name of the class.
10. Click on the submit button to the right of the correct assignment.
11. The paper submission page will open. Enter a title for your paper. Your first and last name should already be filled in. To select a paper for submission, click on the **"browse"** button and locate the paper on your computer. Papers can be submitted in MS Word, WordPerfect, RTF, PDF, PostScript, HTML, and plain text formats. (If you use AppleWorks, however, you change the pull-down menu from **"file upload"** to **"cut and paste"**. Once you have completed this form, click on the **"submit"** button.
12. Double check all the information. If everything is fine, click **"next"**.
13. After you confirm your submission, a digital receipt will be shown and later sent to you by email.

Final Draft and Packaging Requirements

No paper will be accepted without the following requirements enclosed in a manila envelope.

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 - Any peer edits--Clearly labeled with the name of the editor
 - A copy of your rough draft with teacher comments to keep and prepare for your dialogue.
- Final Copy of Paper
 - Title Page
 - Dedication Page
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 - 12-point Times New Roman Font
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 - Double-Spaced and default margins
 - Must have balanced and substantial use of at least:
 - 2 monographs
 - 1 scholarly journal
 - 1 primary source
 - Chicago-style Footnotes
 - Bibliography
 - Honor code-hand written and signed at the end of the paper
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